



EARLY LEARNING

Parent Handbook

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Welcome

Welcome to Ruyton Early Learning

At Ruyton Early Learning we believe in nurturing curiosity, wonder, adventure, and joyful learning as our children discover and explore their world.

Our Centre is a warm and friendly space, where everyone is welcomed, valued, and cared for equally. One of the most exciting elements of Ruyton Early Learning is our learning and teaching philosophy and how it inspires us in being, belonging and becoming.

We believe our *'image of the child'* (as it is referred to in Reggio Emilia) is the foundation for learning and teaching. Every decision is influenced by how we see children; the design and construction of the environment, our relationship and interactions with the child, family and community partnerships and the expectations we have of ourselves and others.

Seeing the child as a strong and powerful individual who brings their own theories and thinking about the world is transformational to teaching practice. A strong and positive image of the child, as stated in our philosophy, will guide us in providing a quality educational experience for children and families.

When we see children as competent and capable, the possibilities for education and development are endless. With a pedagogy that is constantly evolving, changing, adapting, and innovating, we can provide opportunities for learning and development inside, outside, and beyond.

We welcome you to Ruyton Early Learning. The journey starts here.

Lisa Dobson
Director of Early Learning



Early Learning Philosophy

At Ruyton Early Learning, the wellbeing of each child is fundamental to our work.

Each child is valued for their uniqueness, individual learning style and diversity. We believe children are competent, capable, resourceful, and creative with an ability to direct their own learning. Children are viewed as researchers as they investigate the world around them. They are encouraged to question, experiment, and engage with experiences while developing their confidence and sense of self.

We recognise that families are the primary teachers in their child's life and are an integral part of their child's learning journey. We respect and support families and believe that a collaborative approach enhances the learning process.

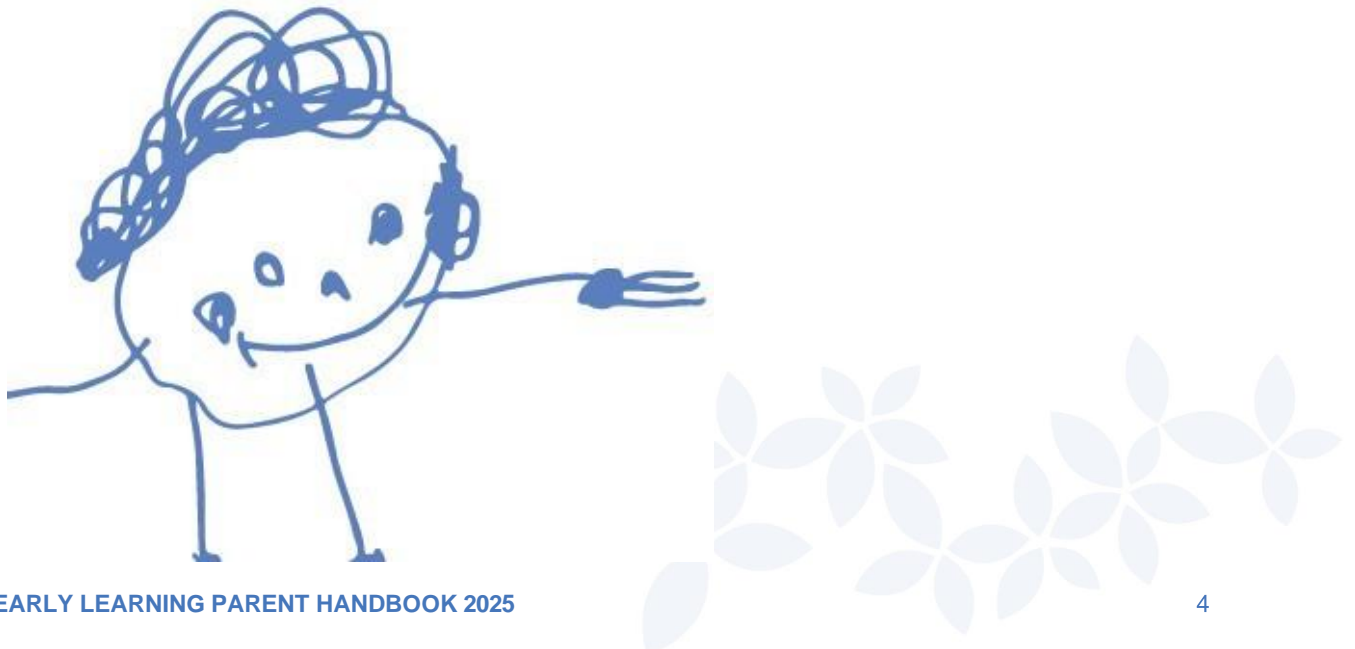
Our curriculum draws from a range of pedagogical influences, in particular the Reggio Emilia educational project. The central themes of *The Hundred Languages of Children* and view of the capable child inspires our programs. Observations, documentation and listening to the child are powerful forms of understanding the child's learning. We believe that play allows opportunities for children to actively connect with learning and to make sense of their world.

Educators personalise learning by understanding each child as an individual, providing targeted learning experiences. This ensures each child is valued, supported and challenged.

Our aim is to create a nurturing and engaging environment for young learners where they can connect, explore, discover, and create. Careful consideration for both indoor and outdoor learning experiences ensures the environment stimulates and challenges the children's thinking. There are opportunities to connect with nature to learn its value, extend knowledge, gain an understanding of finite resources and to experience the joy of living in our world.

We believe a learning community with shared values of respect, care and compassion contributes to everyone's personal growth and integrity. This is achieved through building strong partnerships between children, staff, parents, and the wider School community. Welcoming and accepting the diversity of children and families provides opportunities to develop intercultural understanding within local and global contexts. Indigenous culture is respected and together with children and families, we endeavour to increase our knowledge and understanding of our First Australians.

Our educators are committed and use quality teaching and reflective practices to inspire every child to reach their full potential. They foster a love of learning, value questioning and encourage children to respond to challenge with resilience and persistence. They engage in professional learning and critical reflection with colleagues, professional teaching networks and broader communities to review better practice and to create a dynamic and collaborative environment.



Families as Educators

At Ruyton Early Learning, we believe the family is the child's first and most influential educator. We strive to work in partnership with you to share information and plan for next steps in every child's development and learning journey. We work collaboratively with our families and welcome feedback on all aspects of Early Learning to support quality improvement of our service.

Parent library

We have a resource library for families and staff. The publications are up to date with current research on various early childhood matters. Please see a staff member if you would like to borrow any items.

Parent and volunteer participation

We invite families to share their knowledge, talents, skills and interests with us in our learning groups. We also encourage families to contribute to service decisions, such as updating policies and procedures and providing us with feedback.

If you have a particular skill or interest that you would like to share with the children, please speak with your child's teacher.

It is mandatory for anyone volunteering at Ruyton Early Learning to have a current Working with Children Check (WWCC) and to be accepted on the Ruyton Volunteer Register.

An application for a WWCC can be made through <https://www.vic.gov.au/working-with-children-check>
The Ruyton volunteer registration process can be accessed at <https://www.linksafe.com.au/ruytonvolunteer/>



Learning Framework

Ruyton Early Learning engages with both *The Early Years Learning Framework for Australia* (EYLF) and the *Victorian Early Years Learning and Development Framework* (VEYLDF). These documents guide us to extend and enrich children's learning and development and support the transition to school.

Families can find more information on *The Early Years Learning Frameworks* (EYLF) <https://www.acecqa.gov.au/sites/default/files/2023-01/EYLF-2022-V2.0.pdf>

Promoting children's learning and development: birth to eight years

The *Victorian Early Years Learning and Development Framework* (VEYLDF) adopts a comprehensive approach to children's learning and development. The VEYLDF recognises health as a crucial enabler for learning and development from birth. The VEYLDF recognises children's wellbeing from birth as both a prerequisite for and an outcome of learning. Supportive relationships and active skill building with adults in their family and community are central to children's wellbeing. The VEYLDF upholds the image of the child as a rights holder and a competent learner with capacities to learn from birth. The VEYLDF sets out outcomes and practices to guide early childhood professionals in their work with all families and their young children from birth. Supporting children to progress toward these outcomes, in conjunction with their families, is the core of the VEYLDF.

The VEYLDF identifies five outcomes for young children from birth and extends these to include all Victorian children from birth to eight years:

- Children have a strong sense of identity (identity)
- Children are connected with and contribute to their world (community)
- Children have a strong sense of wellbeing (wellbeing)
- Children are confident and involved learners (learning)
- Children are effective communicators (communication).

More information on the *Victorian Early Years Learning and Development Framework* (VEYLDF) can be found [here](#).



Influenced by the educational project of Reggio Emilia

Reggio Emilia is a small town in northern Italy where a rich educational project has been evolving for over 70 years. The Reggio Emilia approach to education for children from birth to six years is internationally acclaimed for its image of a child having enormous potential and its emphasis on children having the right to develop all their languages, including cognitive, ethical, logical, imaginative, communicative, expressive, relational and ethical.

At Ruyton Early Learning we create aesthetically engaging learning and teaching spaces with a range of provocations, intelligent materials and resources to enable inquiry and deep learning.

The Hundred Languages poem

100 languages

No way. The hundred is there.

*The child
is made of one hundred.
The child has
a hundred languages
a hundred hands
a hundred thoughts
a hundred ways of thinking
of playing, of speaking.
A hundred always a hundred ways of listening
of marveling, of loving
a hundred joys
for singing and understanding
a hundred worlds
to discover
a hundred worlds
to invent
a hundred worlds
to dream.
The child has
a hundred languages
(and a hundred hundred hundred more)
but they steal ninety-nine.*

*The school and the culture
separate the head from the body.
They tell the child:
to think without hands
to do without head
to listen and not to speak
to understand without joy
to love and to marvel
only at Easter and at Christmas.
They tell the child:
to discover the world already there
and of the hundred
they steal ninety-nine.
They tell the child:
that work and play
reality and fantasy
science and imagination
sky and earth
reason and dream
are things
that do not belong together.*

*And thus they tell the child
that the hundred is not there.
The child says:
No way. The hundred is there.'*

Loris Malaguzzi (translated by Lella Gandini)
Founder of the Reggio Emilia Approach

Our Learning Groups

Ruyton Early Learning offers Kindergarten and Pre-Prep programs which operate from 9am to 3pm.

Kindergarten groups

There are two Kindergarten classes in term time:

Kindergarten Blue: Monday, Wednesday, and Friday

Kindergarten Yellow: Tuesday, Thursday, and Friday

The kindergarten groups are in a welcoming and engaging space that enables children to build a sense of belonging. The kindergarten groups offer children opportunities for learning through small and large group project work, where children are invited to explore, think, and wonder. Independence is encouraged and educators support children to develop self-help and self-regulation skills.

Pre-Prep groups

There are two Pre-Prep classes in term time:

Pre-Prep Blue: Monday, Tuesday, Wednesday, and Thursday.

Pre-Prep Yellow: Monday, Tuesday, Wednesday, Thursday and Friday

The Pre-Prep learning groups are structured to cater for children in the year prior to their first year of school. Pre-Prep builds upon children's rich experiences in kindergarten and is designed to enhance the development, creativity and learning opportunities of each child and the group. There is a continued focus on the development of early literacy and numeracy skills, as well as inquiry learning skills.

Our Environment

At Ruyton Early Learning we see the environment as the third teacher. Our indoor and outdoor spaces are carefully designed and arranged to offer a range of possibilities for learning. Children will spend a large amount of their day engaging with nature indoors and outside and we support the children to access the outdoors in all types of weather, provided they are dressed accordingly.

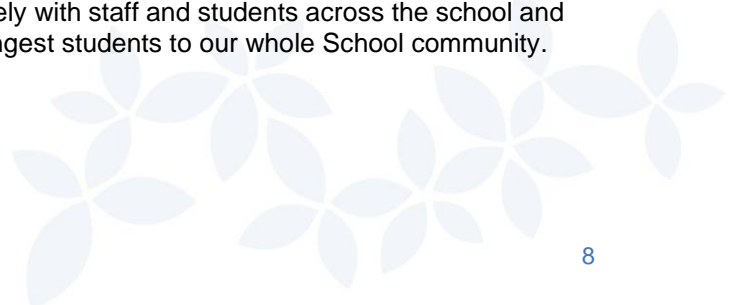
Our environment offers opportunities for children to engage in a range of provocations that are aesthetically designed to further develop their physical, social, emotional, cognitive and language skills. Our provocations are curated by experienced staff and are designed to be open ended and to encourage curiosity, awe and wonder.

Our Community

At Ruyton Early Learning we believe in accessing the whole School and local community to enhance learning. Children will utilise different areas of the school and may explore our local community during the year.

We believe it is important for children to develop a sense of belonging to groups and communities and broaden their understanding of the world in which we live. We do this through building relationships with people and places in our learning groups, Ruyton Girls' School and the community around us.

Children will have opportunities to work collaboratively with staff and students across the school and we strive to make visible the capabilities of our youngest students to our whole School community.



Our Educators

Our staff are qualified and experienced early childhood educators. Our staff work collaboratively to ensure the highest quality care and education for Ruyton's youngest students. With a focus on continual improvement, we regularly revisit and update our *Quality Improvement Plan*. This document celebrates our strengths as a Centre and outlines key improvements for each of the seven quality areas in the *National Quality Standards*. During weekly meetings, staff engage in professional dialogue and critical reflection to build knowledge and understanding and develop a community of research and learning. Our philosophy underpins our improvement plan, and, through rich conversations and questioning, we challenge ourselves and each other to be better.

Additional Care Services

Beforecare

Ruyton Early Learning offers Beforecare for children enrolled in Kindergarten or Pre-Prep. Beforecare operates from 7.30am to 8.45am and is staffed by our qualified educators.

Aftercare

Ruyton Early Learning offers Aftercare for children enrolled in Kindergarten or Pre-Prep. Aftercare operates from 3pm to 6pm and is staffed by our qualified educators. The program offers opportunities for learning, fun, rest and relaxation. A booking is required to access our Aftercare service. Bookings can be made via the Xplor Home App.

Children attending Aftercare require a small snack to eat at 3.15pm and for children staying with us later into the afternoon, we offer a light afternoon tea of fresh fruit and vegetables at 4.30pm. Refreshments of milk and water are also offered. Aftercare fees are \$12 per hour or part thereof (subject to change).

Learn how to book Aftercare [here](#).

Holiday Program

Ruyton Early Learning offers a Holiday Program for children enrolled in Kindergarten or Pre-Prep, which is staffed by our qualified educators. The Holiday Program operates during the last week of January, school term holidays and the last weeks of December, leading up to Christmas.

The program is created using the *Victorian Early Years Learning and Development Framework* (VEYLDF) and incorporates children's interests and projects from each learning group. Holiday Program fees and booking information are provided a few weeks prior to each holiday period.

Learning Through the Hundred Languages – Specialist Programs

Language of Story and Research (Library)

Each week the children in our Kindergarten and Pre-Prep classes visit the Ruyton Junior School Library for their Library program. This weekly program is designed to engender a love of literature and a spirit of curiosity and inquiry within the children. The teacher librarians work collaboratively with the classroom teachers to support and enrich the learning within the classroom.

Language of Music and Dance (Music)

All of the children enjoy a variety of musical interludes through the weekly Music program. They make music using their voices and percussion instruments and learn a repertoire of chants, songs and games. With careful sequential teaching and questioning, the learning falls into place as the children are guided to make musical discoveries for themselves. They are encouraged to listen carefully and explore and express their musical understanding through movement, dramatic play and vocal exploration. All musical activities are carefully chosen to suit the children's educational needs at their developmental stage.

Language of French and Culture (French)

Students in Pre-Prep take part in French lessons once a week. From the outset, students are immersed in the French language, with very little English being spoken by the teacher in the French class. Classes are conducted in small groups and are delivered in short sessions of 25 minutes duration to encourage student participation. Vocabulary and language structures are presented within the context of a story and songs. Students are encouraged to communicate in French to discuss characters and events in the texts being studied. This inductive method mimics native-language acquisition.



Communication, Documentation and Making Learning Visible

Our educators are committed to working in partnership with families and facilitating open communication. Collaboration between parents and educators is essential for enriching the children's lives and learning journey.

Conversation and email

Families and educators are invited to communicate face-to-face or via email to share information. Families can request a meeting with their child's teacher when the need arises.

Meet and Greet

At the beginning of each year, families are invited to meet with their child's teacher and share information before the term begins.

Parent Teacher Information Meetings

Twice a year we invite parents to attend a Parent Teacher Information Meeting to have a conversation with their child's teacher about their child's development and progress.

Storypark

We strongly encourage families to comment and post about their child's learning so we can work in partnership together. We use Storypark – a digital platform to communicate individual and group learning. At the beginning of the year, parents are sent an invitation to Storypark via email and are shown how to access the platform on their device.

Floorbooks

At Ruyton Early Learning we use Floorbooks to document learning and to enhance programming and planning for learning and teaching. Children and educators work in consultation to make curriculum decisions, record learning experiences and plan for possible next steps. Families are encouraged to view the Floorbooks in each of our learning groups.

Thinking Books

Children are invited to add learning moments, work and ideas to their individual Journal throughout their Kindergarten and Pre-Prep years. The Journals become a precious record of each child's Early Learning journey.



Uniform

Children are to wear the Early Learning uniform as specified below. It is based on the Ruyton Sports uniform and is in the school colours – navy and gold.

All uniform items are available to purchase from:

Bob Stewart
203 – 207 High Street, Kew
Ph: 9853 8429

<https://www.bobstewart.com.au/school/ruyton-girls-school>

It is essential for children to have a warm coat or jacket during the cold weather.

Hair longer than shoulder length must be tied back.



What to Bring

Please ensure all items are clearly named to avoid lost property.

Sun hat	Navy legionnaire's cap which gives good sun protection – required when the UV is 3 or above
Sunscreen	One roll-on to be kept in bag
School bag	Can be Ruyton Girls' School bag or one that can easily be packed and carried by the child
Shoes	Sandals (white, navy, brown or black) or joggers/sneakers (preferably Velcro) with non-slip soles.
Gumboots	For outdoor use during wet days
Raincoat	For wet weather learning
Warm coat/jacket	For cold weather days
Rest bag	With thick draw string (for bedding) – no plastics bags, please
Fitted cot sheet	Cot size (80cm x 130cm)
Blanket	Cot size – no doonas, please
Library bag	Over the shoulder strap for easy transport
Wet bag	For the storage of wet clothes when necessary
Soft comfort toy	For rest and relaxation times (if required)

Please bring a complete set of named spare clothes (to be left in your child's bag).

What not to bring

Please note that thick belts, bulky buckles, jewellery, headbands, thongs, and riding boots are not suitable for this age group.

Please keep all toys and treasured items safe at home.

Food and Mealtimes

The coming together to eat and converse is a special part of our rhythm of the day. Children bring their own morning tea and lunch, plus an additional snack if attending Aftercare.

Progressive morning tea

To ensure children have opportunities to recognise when they are hungry and develop a sense of independence, our learning groups run a progressive morning tea.

Progressive morning tea supports children to be increasingly responsible for their own health and physical wellbeing. During learning time, children are given the opportunity to recognise when they are hungry and choose when they want to eat. There is a beautifully dressed table for a small group of children and the children independently take their snack to the table, eat with their friends and then return to their learning. The washing of hands before and after eating enables children to show competence in personal hygiene and care for themselves and others. Our educators support the children to be successful by guiding and modelling good practice.

Lunch

Lunch is a celebration of coming together to eat and have conversations with friends and educators. Tables are set with placemats and decorations, and it is a wonderful opportunity for oral language development as the children practise receptive and expressive language.

Aftercare snack

Children attending Aftercare require a small snack to eat at 3.15pm and for children staying with us later into the afternoon, we offer a light afternoon tea of fresh fruit and vegetables at 4.30pm. Refreshments of milk and water are also offered.

Drinks

Please supply a reusable bottle with water each day. The children are encouraged to drink water throughout the day and refill them at the class drink station. Please do not send glass bottles or soft drinks.

Waste free lunches and snacks

Ruyton Early Learning encourages waste free lunches and snacks. Please help us to embed sustainable practices by reducing the amount of food packaging in your child's lunch box. We encourage children to be able to open and consume their lunches and snacks independently, so please keep this in mind when preparing food for your child's day.

Foods that are not encouraged

Please note that every year we may have several children who have Anaphylaxis (fatal allergy to food or other product). In order to provide a safe environment for all children we will advise parents if any product(s) poses a risk of Anaphylaxis.

Birthdays and shared food

Birthdays are a special time for many families, and we enjoy celebrating these occasions with our Ruyton Early Learning traditions. Each learning group will create their own tradition to celebrate birthdays.

Please do not bring in cakes, treats or gift bags to share with the group for birthdays or any other occasion you may celebrate throughout the year (such as Chinese New Year, Easter, Halloween or Christmas).

Children may not share the food they bring for snacks or lunch. There may be occasions in the year where we invite children to cook for shared food experiences or invite families to bring in items for sharing. Communications will be sent out with more information if we have a shared food event.

Children's party invitations

Please note that if you plan a party at home, party invitations are to be posted or emailed out. Birthday parties vary in size and we encourage each family to make their own decisions in regards to their guest list. The contact details of class parents are available on the Ruyton Intranet. Parents can opt to share their contact details within their child's class.

A culture of sustainable practices

Ruyton Early Learning is on a journey to embed sustainable practices.

Our learning groups provide opportunities for children and adults to:

- Access a range of natural materials and learn with and from nature.
- Develop a relationship with the land and care for and learn from it.
- Sort rubbish and food waste into landfill, recycle, re-use and worm food.
- Maintain our worm farms by feeding the worms and using the worm tea on the garden.
- Understand the interdependence of living things by planting, tending, harvesting and using garden produce.
- Re-use and re-purpose items that would otherwise go into landfill.



Wellbeing, Health, and Medical Needs

Wellbeing

Wellbeing is fundamental to our work at Ruyton Early Learning. We have an emphasis on the social and emotional development of the child and the wellbeing of families and staff. Ruyton values specialist staff and they work with us to complement our program. We have access to our Director of Individual Learning, School Psychologist and School Nurse who work closely with Early Learning staff and families according to the needs of each child.

Health

We draw to your attention the need for careful management of your child's health. You will appreciate that within an early childhood environment germs and sickness easily spread among the children and to whole families and staff. The following procedures are in place for the health and wellbeing of all children, families, and staff.

Unwell children

Each child may have several days during the year when they are unwell. Parents are required to have alternative arrangements in place for when this happens. Children with temperatures, heavy colds, flu or vomiting are not to attend until their health has improved. Children who are sick need to have at least one day at home to recover and prevent the spread of infection. Early Learning staff will request that a sick child return home if the need arises.

If a child has an infectious disease, a medical certificate stating that the child is permitted to return will be required.

Notifying absentees

If a child is absent, we request an email be sent to the Early Learning Office by 9.30am on that day.

Administering medication

Early Learning staff may administer medications. No medication can be given to your child without written authorisation. If your child is taking prescribed medication during school hours, it must be clearly labelled with their name and dosage details and given to staff. Parents must fill out an authorisation form and give this to their child's teacher prior to leaving the service. Staff will check that this form has been filled out accurately prior to families leaving the service. **Please do not store any medication in your child's bag.**

Medical needs

It is Ruyton policy that, in the event of a serious accident or life-threatening allergy, to first call an ambulance. Please check that your ambulance cover is up to date.

Children who are at risk of Anaphylaxis (severe allergy) can only attend Ruyton if accompanied by a current Epipen and *ASCIA Plan*.

First aid procedures are put in place immediately and every effort is made to notify parents. Please ensure we have your latest details.



Asthma

Ruyton Early Learning is an Asthma-Friendly Service. An *Asthma Plan* is required for each child who has Asthma.

Anaphylaxis

Anaphylaxis is the most severe form of allergic reaction and potentially life-threatening. The most common causes in young children are eggs, peanuts, other nuts, sesame seeds, fish, shellfish, insect venom and medication. Ruyton Girls' School, including Early Learning, provide practical procedures and suggested strategies designed to provide a safer environment for children with allergies.

Our commitment

- To provide a management pro-forma to all parents of students with life-threatening health issues. This must be returned prior to the child commencing at Ruyton Early Learning.
- To provide information to staff on Anaphylaxis and first aid.
- To encourage open communication between parents and staff regarding the status and impact of a student's Anaphylaxis.
- Within the Early Learning environment, we will work with parents to minimise the risk of Anaphylaxis.

Families with children who have a life-threatening illness/allergy/Anaphylaxis, are asked to please ensure the following:

- A *Management Plan* has been completed.
- The *Management Plan* has been handed to and discussed with the Director of Early Learning and class teacher.
- Risk minimisation and communication plans are created and signed off by the school and family.
- Any medication has been handed to the Director of Early Learning. This must be named, be within its expiry date and must be onsite whenever the child is present.
- Regularly check the expiry dates of all medication.
- Provide a small container of snacks that can be kept onsite for use as a substitute to class cooked foods (if required).

Sun safety

We aim for each child to develop an awareness of the need to take care when being out in the sun. We ask families to apply sunscreen on their child prior to attending the Centre. It is a requirement that children have sunscreen applied and wear a hat if the UV rating is three or above. The UV rating will be displayed on the notice board daily. Please provide a roll-on sunscreen in your child's bag for re-application as required. Please label all sunscreens with your child's full name. Please inform us if your child has an allergy to sunscreen.



Safety and Security

Delivery and collection of children

Children are to be brought to and collected from the sign-in area of their learning groups.

Children accessing Beforecare can be brought to the Beforecare room and children accessing Aftercare can be collected from the Aftercare room.

Each child is required by law to be signed in on arrival and signed out on departure using the Xplor Hub. Every parent and caregiver must have an Xplor account to sign their child in or out. Details of how to set up an Xplor account will be emailed to families.

Verbal/written authorisation and photo ID is required if anyone, other than the child's parents or guardian, will be bringing or collecting the child. Parents can authorise collection and add additional carers via the Xplor app. If staff are not familiar with parents/carers collecting children, they may ask to see ID or contact a child's parents to check.

Children are not to play on the outdoor equipment either before being signed in or after being signed out unless Ruyton staff are in attendance.
Children leaving after 3.15pm will be placed in Aftercare.

Arrival and departure

Your child is your responsibility prior to signing in and after signing out of Ruyton Early Learning. Supervision by the child's caregiver is required when arriving and departing Ruyton Early Learning.

If using a vehicle to arrive and depart, please do so in a slow and careful manner and be vigilant when cars are reversing. Please be mindful not to block the driveways of our neighbours.

Security gates – Fitzwilliam Street and Selbourne Road Entrances

The Ruyton Early Learning gates are only as secure as the people who enter them.

Please only use the Fitzwilliam Street gate to enter and exit Ruyton Early Learning. The Selbourne Road gate is only to be used if requiring a flat/ramp entry.

If another adult comes to a gate as you are entering, and the person does not appear to be connected to a child, please ask them to wait then close the gate and notify a staff member.

Children are not permitted to know or enter the code, or open or close the gate.

Emergency procedures

The Emergency and Evacuation Procedures are displayed inside the main entrance foyer.

Children and staff regularly practice how to evacuate safely and how to stay safely inside their learning groups.



Commitment to safety

Ruyton Early Learning is committed to the cultural safety of Aboriginal children.

We are committed to:

- actively supporting and facilitating participation and inclusion of Aboriginal children, young people, and their families within our service
- the safety, participation, and empowerment of Aboriginal children
- providing an educational program that strengthens Aboriginal children's culture and identity.
- actively supporting and encouraging Aboriginal children to express their culture and enjoy their cultural rights.
- supporting Aboriginal children and their families to identify as Aboriginal without fear of retribution or questioning.
- supporting Aboriginal children to maintain connection to their kinship ties, land, and country.
- supporting Aboriginal children to be taught their cultural heritage by Elders.
- facilitating regular training and education on Aboriginal cultural and cultural safety
- establishing policies, procedures, systems, and processes to create a culturally safe and inclusive environment and meet the needs of Aboriginal children, young people and their families.

Commitment to inclusion

Ruyton Early Learning is committed to providing an environment for all families and children to feel included, safe, supported and valued. We foster an environment and community where inclusion and diversity are respected and where children and families share their unique identity, culture and sense of self enthusiastically. Our commitment to inclusion across race, gender, age, religion, identity, abilities and experience drives our learning and wellbeing programs.



Contact Details

Ruyton Early Learning Office
9290 9350

Pre-Prep Yellow/Extended Day
8651 4450

Pre-Prep Blue
9290 9349

Kindergarten
8651 4402



2025 Ruyton Girls' School Term Dates

	Tuesday 28 January	Staff Day
	Wednesday 29 January	Staff Day
	Thursday 30 January	Staff Day – EL Closed
Term 1	Friday 31 January	Term 1 commences
	Friday 31 January	Half day, collect at 12.00pm all Early Learning students
	Monday 3 February	Half day (12.00am collection) for Kindergarten Blue
	Tuesday 4 February	Half day (12.00am collection) for Kindergarten Yellow
	Monday 10 March	Labour Day
	Friday 4 April	Term 1 concludes
	Friday 18 April	Good Friday
	Monday 21 April	Easter Monday
	Tuesday 22 April	Easter Tuesday
	Tuesday 22	Anzac Day holiday
	Wednesday 23 April	Staff Day –
	Thursday 24 April	Staff Day – EL Closed
	Friday 25 April	ANZAC Day
Term 2	Monday 28 April	Term 2 commences
	Monday 9 June	King's Birthday
	Friday 4 June	Term 2 concludes
	Monday 21 July	Staff Day – EL Closed
Term 3	Tuesday 22 July	Term 3 commences
	Friday 22 August	Staff Day
	Friday 12 September	Term 3 concludes
	Subject to AFL schedule	Grand Final Public Holiday
Term 4	Monday 6 October	Term 4 commences
	Monday 3 November	Mid-term holiday
	Tuesday 4 November	Mid-term holiday/Cup Day
	Tuesday 9 December	Term 4 concludes



School term dates:

Term 1	31 January to 10 March	10 weeks
Term 2	28 April to 4 July	11 weeks
Term 3	22 July to 12 September	8 weeks
Term 4	6 October to 9 December	10 weeks

